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ABSTRACT

The document presents tools designed to assist supervisors of personnel specialists in the systematic assessment and identification of the training needs of individual personnel specialists in Federal agencies. The two major components are the questionnaires and the system of scoring and interpreting the questionnaires. The methodology will enable the employee development specialist to determine the training needs of six categories of personnel specialists: personnel management series, personnel staffing series, position classification series, salary and wage administration series, labor-management and employee relations series, and employee development series. There is a set of three different 45-item questionnaires for each type of specialist. The combined results of the three forms will yield a listing of areas of training needs. The questionnaires are designed to accommodate inputs from the specialist and the specialist's supervisor. The result is a readout of each individual's reaction to the questionnaire in terms of the appropriateness of training in areas of importance to personnel specialists. An example of a completed and scored questionnaire and its interpretation is given. Both manual and computer scoring are explained. (Author/EC)

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U.S. CIVIL SERVICE COMMISSION

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

A TOOL DESIGNED TO ASSIST IN THE IDENTIFICATION OF THE TRAINING NEEDS OF INDIVIDUAL PERSONNEL SPECIALISTS IN THE FEDERAL GOVERNMENT

Prepared by

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1974

ACKNOWLEDGMENTS

The two major components of this tool for assessing the training needs of personnel specialists are the questionnaires themselves and the system of scoring the questionnaires. Appreciation is extended to Joseph Goheen and John Ehlers who, through the Personnel Management Training Center, authored the 1972 Task Force P-3 study, Identifying and Meeting Training Needs of Personnel Specialists in the Federal Government. Many of the items in the questionnaires included in this publication were drawn from their study. Appreciation is also extended to those senior level individuals in the Civil Service Commission who contributed their time to comment on the draft version of each questionnaire. Many of their suggestions were incorporated to yield the final version of the questionnaires which appear in this publication. A final thanks must go to those supervisors of personnel specialists in the Internal Revenue Service and the Civil Service Commission who, along with the specialists they supervised, assisted in the testing and validation of the questionnaire scoring system.

TO THE USERS OF THIS PUBLICATION

The included questionnaires and their associated scoring and interpretation instructions were developed to assist managers of personnel specialists in Federal agencies in the systematic assessment of the training needs of those personnel specialists.

In order to be used, the questionnaires, questionnaire instructions, answer sheets, and scoring sheets (if scoring is done manually) must be reproduced. You will notice that the pages of this publication are perforated and punched. This was done so that the pages could be removed and placed in a loose leaf binder. You will then be able to easily remove any sections you may want to reproduce for use and subsequently replace them for future use. We recommend that you keep the contents of this publication as master copies from which to reproduce the necessary forms which will actually be used by those individuals participating in the assessment.

A SPECIAL MESSAGE TO EMPLOYEE DEVELOPMENT SPECIALISTS

EDS's are often asked to determine training needs for employees in their organizations. If you will take a few hours of your time to study the included questionnaires and their associated scoring and interpretation instructions, you will have at your command a research supported method which will enable you to assist in the determination of training needs for six categories of personnel specialists. The items which appear in the questionnaires are a product of the results of questionnaires completed by 260 first-level supervisors of personnel specialists in agencies, tempered by the input of senior level personnel specialists in the Civil Service Commission. The scoring methodology, based on the administration of three versions of the questionnaire, was tested by supervisors and specialists in two agencies. The output yielded by the included scoring methodology was shown to be considerably more dependable and useful than the output of a one-time, simple ranking of the questionnaire items.

Do not allow the size of this document to discourage you. The questionnaires which you will use and an example of a completed and scored questionnaire account for most of the bulk.

Your role in the administration of the questionnaires can take any of several forms. Where there are only a few personnel specialists whose needs are being assessed, you may wish to administer and score the questionnaires yourself. Where the

training needs assessment is being carried out on a larger scale, your proper role might be to coordinate the administration of the questionnaire through the supervisors of the personnel specialists participating and enlist the aid of your agency's ADP capability for questionnaire scoring. (A scoring program is included in the text.) In any event, one of your most important roles will be to assist the users of this instrument to obtain training appropriate to meet the training needs determined through the assessment.

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INTRODUCTION

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

The questionnaires included in this publication are designed to assist agency supervisors of personnel specialists in assessing the training needs of their journeyman level specialists in the Personnel Management Series, GS-201; Personnel Staffing Series, GS-212; Position Classification Series, GS-221; Salary and Wage Administration Series, GS-223; Labor-Management and Employee Relations Series, GS-230; and Employee Development Series, GS-235.

The questionnaires may be scored manually or by computer. The results yielded will provide useful information about the training needs of individual personnel specialists. There are six different questionnaires, one for each type of specialist listed above. Within the package for each specialty, there is a set of three different forms of the questionnaire. The combined results of the three forms of the questionnaire will yield a listing of areas of training needs for the specialist.

There are two persons who have both the information and the incentive to contribute to the determination of the training needs of any individual personnel specialist: the specialist and the specialist's supervisor. For that reason, the included set of questionnaires has been designed to accommodate the inputs of both individuals. This is accomplished by having the specialist respond to the appropriate set of three questionnaires from his own point of view of himself and his job responsibilities. His supervisor responds to the same set of questions from his point of view of the specialist and the job responsibilities of the specialist. The result is a readout of each individual's reaction to the questionnaire in terms of the appropriateness of training in each of thirty areas of importance to personnel specialists in the particular specialty.

We strongly recommend that the users of the included materials utilize the inputs of both the specialist and the supervisor. We realize, however, that there may be cases where only one party will respond. With this possibility in mind, both the manual scoring system and the computer program for machine scoring have been designed to handle questionnaire responses in terms of individual respondents, rather than in terms of specialist/supervisor pairs.

Each form of a given questionnaire should be administered on a different day. It is recommended that the three questionnaire forms be administered at weekly intervals. Under no circumstances should either the supervisor or the journeyman complete more than one of his questionnaires on the same day. Completion by an individual of more than one questionnaire per day can reduce the accuracy of the results. Field tests of the instrument indicate that it requires an average time of twenty to thirty minutes to complete a single questionnaire. Instructions for scoring the questionnaire and for interpreting the results are included in this publication. Instructions for completing the questionnaires are found on the following seven pages. To maximize the benefits of training, individual training needs should be assessed on a continuing basis with systematic assessments, such as the one represented by the included questionnaires, occurring at least once a year.

Potential users of the included questionnaires are urged to familiarize themselves with all of the questionnaire administration, scoring, and interpretation instructions before attempting to administer any of the questionnaires in this publication.

The items in the questionnaires identify areas of training need rather than specific training courses. Getting from the 'need' to the 'course' may be accomplished in several ways. Agency trainers may be consulted. They will be able to design training and developmental experiences to fit identified training needs if appropriate training is not available. The Bureau of Training, USCSC, as well as the Commission's Regional Training Centers, are also available for assistance in meeting identified training needs. When planning to train an individual in the areas of need indicated by the results of the questionnaire, do not restrict your thinking to formal classroom training. Some training needs might be better met through on-the-job training, developmental assignments, individual research, etc.

INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRE

Please note that this publication contains a unique set of three questionnaires for each of the personnel series listed below:

Personnel Management Series, GS-201
Personnel Staffing Series, GS-212
Position Classification Series, GS-221
Salary and Wage Administration Series, GS-223
Labor-Management and Employee Relations Series, GS-230
Employee Development Series, GS-235

While the questionnaire items differ from series to series, all of the questionnaires are answered in the same manner. Therefore, the instructions which follow on the next six pages should be used when administering the questionnaires for any of the six series. The instructions may be reproduced in any quantity necessary and can be reused from one administration of the questionnaire to the next.

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

Journeyman's Instructions

Please read the following instructions before completing the questionnaire.

Purpose: The questionnaire which follows is designed to assist agency managers in determining training needs for their journeyman level personnel specialists. The questionnaire is intended to be used as a tool which will approach, in a systematic manner, the question of what training is most appropriate and most needed.

Description: The questionnaire which follows contains a list of statements, most of which describe some of the abilities, skills, knowledges, and understandings for which individuals in your personnel series are responsible. It is understood that the jobs of all individuals in like personnel series are not identical. Therefore, the questionnaire has built into it a means of weighting each item as it relates to your job.

Instructions: Please read all items. As soon as you have done so, go back to item 1 and ask yourself the question: "Of how much relevance is this item to my job responsibilities?" You will then assign a number between 0 and 1,000 to item 1 where:

0 = the minimum imaginable relevance to your job; (Example: Knowledge of magnethohydrodynamics) and

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1,000 = the maximum imaginable relevance to your job; (Example: Ability to read and write).

With a pencil, write the number on your answer sheet in column A opposite item 1. Continue this process for all remaining items. Do not use the same score more than once. When you have scored all items, review them until you are satisfied with the way they have been scored.

When you have completed assigning relevance values to all items, go back and read each item again. This time, write in column B on your answer sheet a number from 0 to 1,000 which represents what you consider to be your need for additional knowledge in the area described by each item. For example, if you feel that you need to know absolutely nothing more about a given item in order to meet the responsibilities of your job, write a 0 in column B opposite the item. If, however, you feel that you need to gain all imaginable knowledge in the area described by the item, write 1,000 in column B opposite the item. You are free to use any number 0 to 1,000 in column B but be sure to use no number more than once.

Please be aware that there are certain items in the listing which may not be of much relevance to your job. When you encounter such an item, do not hesitate to rank it low on the question of relevance.

There are three forms of the questionnaire. Each form must be completed on a different day. You will find the form number for each questionnaire printed directly below the title. Please fill in Form I on the first day, Form II on the second day and Form III on the third day. The three days need not be consecutive but remember that under no circumstances should an individual respond to more than one of his forms on the same day.

Please complete the questionnaire in one sitting. Interruptions or failure to closely follow directions will reduce the accuracy of the results. Please proceed to the next page and begin.

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

Supervisor's Instructions

Please read the following instructions before completing the questionnaire.

Purpose: The questionnaire which follows is designed to assist agency managers in determining training needs for their journeyman level personnel specialists. The questionnaire is intended to be used as a tool which will approach, in a systematic manner, the question of what training is most appropriate and most needed.

Description: The questionnaire which follows contains a list of statements, most of which describe some of the abilities, skills, knowledges, and understandings for which individuals in the same personnel series as the specialist being evaluated are responsible. It is understood that the jobs of all individuals in like personnel series are not identical. Therefore, the questionnaire has built into it a means of weighting each item as it relates to the job of the specialist being evaluated.

Instructions: Please read all items. As soon as you have done so, go back to item 1 and ask yourself the question: "Of how much relevance is this item to the job responsibilities of the specialist being evaluated?" You will then assign a number between 0 and 1,000 to item 1 where:

0 = the minimum imaginable relevance to the job of the specialist being evaluated; (Example: Knowledge of magnethohydrodynamics) and

1,000 = the maximum imaginable relevance to the job of the specialist being evaluated; (Example: Ability to read and write).

With a pencil, write the number on your answer sheet in column A opposite item 1. Continue this process for all remaining items. Do not use the same score more than once. When you have scored all items, review them until you are satisfied with the way they have been scored.

When you have completed assigning relevance values to all items, go back and read each item again. This time, write in column B on your answer sheet a number from 0 to 1,000 which represents what you consider to be the specialist's need for additional knowledge in the area described by each item. For example, if you feel that the specialist needs to know absolutely nothing more about a given item in order to meet the responsibilities of his job, write a 0 in column B, opposite the item. If, however, you feel that the specialist needs to gain all imaginable knowledge in the area described by the item, write 1,000 in column B opposite the item. You are free to use any number 0 through 1,000 in column B but be sure to use no number more than once.

Be aware that there are certain items in the listing which may not be of much relevance to the job of the specialist concerned. When you encounter such an item, do not hesitate to rank it low on the question of relevance.

There are three forms of the questionnaire. Each form must be completed on a different day. You will find the form number for each questionnaire printed directly below the title. Please fill in Form I on the first day, Form II on the second day and Form III on the third day. The three days need not be consecutive but remember that under no circumstances should an individual respond to more than one of his forms on the same day.

Please complete the questionnaire in one sitting. Interruptions or failure to closely follow directions will reduce the accuracy of the results. Please proceed to the next page and begin.

TRAINING NEEDS SURVEY FOR
PERSONNEL MANAGEMENT SERIES GS-201
Form I

1. Ability to properly make objections to eligibles
2. Ability to draft announcements
3. Ability to request waivers on qualifications requirements
4. Understanding of modern learning theory
5. Ability to answer correspondence
6. Understanding of concepts of reliability and validity and ability to plan and participate in validity studies
7. Knowledge of personnel measurement devices
8. Ability to select appropriate training methods and materials
9. Understanding of position management
10. Ability to relate personnel functions to the achievement of effective and economical management and operations
11. Ability to conduct tests
12. Ability to use selective certification
13. Knowledge of public policy programs affecting personnel management
14. Ability to interpret priorities which are set by top management officials
15. Ability to interpret written instructions and regulations
16. Ability to use personnel manuals and handbooks
17. Ability to analyze and comment upon program proposals
18. Ability to participate in the development of job element crediting plans
19. Ability to provide pre-retirement counseling

20. Knowledge of management and organization theory as it affects personnel management

21. Ability to generate imaginative approaches

22. Ability to recognize and deal with the real sources of problems

23. Ability to reason abstractly

24. Knowledge of occupational structures

25. Ability to express oneself orally and in writing

26. Ability to respond to agency requests for service with personal attention

27. Understanding of labor-management relations and labor-management guidelines as they affect personnel policies and practices

28. Ability to make management aware of the need for information to be used in manpower planning, recruiting and staffing

29. Ability to manage and organize training

30. Ability to design training programs

31. Knowledge of data collecting techniques

32. Understanding of the flexibility of the personnel management system

33. Ability to develop underutilized and unskilled workers

34. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

35. Ability to write position descriptions

36. Understanding of merit principles

37. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

38. Ability to monitor tests

39. Ability to deal effectively with other staff members and management officials

40. Ability to modify standard procedures to meet special needs

41. Ability to find more efficient and effective ways of conducting program operations

42. Ability to adapt to fluctuating attitudes toward standard personnel practice

43. Ability to plan and use available time

44. Ability to use good judgment in exercising authority

45. Ability to prepare rating schedules

TRAINING NEEDS SURVEY FOR
PERSONNEL MANAGEMENT SERIES GS-201
FORM II

1. Ability to conduct tests

2. Ability to generate imaginative approaches

3. Understanding of modern learning theory

4. Ability to participate in the development of job element crediting plans

5. Ability to reason abstractly

6. Understanding of labor-management relations and labor-management guidelines as they affect personnel policies and practices

7. Ability to manage and organize training

8. Ability to find more efficient and effective ways of conducting program operations

9. Ability to provide pre-retirement counseling

10. Ability to deal effectively with other staff members and management officials

11. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

12. Ability to prepare rating schedules

13. Ability to answer correspondence

14. Knowledge of personnel measurement devices

15. Ability to use personnel manuals and handbooks

16. Ability to interpret written instructions and regulations

17. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

18. Understanding of concepts of reliability and validity and ability to plan and participate in validity studies

19. Understanding of the flexibility of the personnel management system

20. Ability to use good judgment in exercising authority

21. Ability to express oneself orally and in writing

22. Ability to write position descriptions

23. Ability to draft announcements

24. Ability to make management aware of the need for information to be used in manpower planning, recruiting and staffing

25. Ability to analyze and comment upon program proposals

26. Ability to modify standard procedures to meet special needs

27. Ability to properly make objections to eligibles

28. Understanding of merit principles

29. Ability to select appropriate training methods and materials

30. Ability to plan and use available time

31. Knowledge of public policy programs affecting personnel management

32. Ability to recognize and deal with the real sources of problems

33. Ability to design training programs

34. Understanding of position management

35. Ability to develop underutilized and unskilled workers

36. Ability to relate personnel functions to the achievement of effective and economical management and operations

37. Knowledge of data collecting techniques

38. Knowledge of management and organization theory as it affects personnel management

39. Ability to request waivers on qualifications requirements

40. Ability to respond to agency requests for service with personal attention

41. Ability to use selective certification

42. Ability to monitor tests

43. Ability to adapt to fluctuating attitudes toward standard personnel practice

44. Knowledge of occupational structures

45. Ability to interpret priorities which are set by top management officials

TRAINING NEEDS SURVEY FOR
PERSONNEL MANAGEMENT SERIES GS-201
Form III

1. Ability to make management aware of the need for information to be used in manpower planning, recruiting and staffing
2. Ability to monitor tests
3. Knowledge of data collecting techniques
4. Ability to deal effectively with other staff members and management officials
5. Ability to prepare rating schedules
6. Ability to interpret written instructions and regulations
7. Knowledge of public policy programs affecting personnel management
8. Ability to select appropriate training methods and materials
9. Ability to use personnel manuals and handbooks
10. Knowledge of personnel measurement devices
11. Ability to plan and use available time
12. Ability to properly make objections to eligibles
13. Ability to draft announcements
14. Ability to analyze and comment upon program proposals
15. Ability to reason abstractly
16. Understanding of position management
17. Ability to express oneself orally and in writing
18. Understanding of merit principles
19. Understanding of the flexibility of the personnel management system

20. Ability to manage and organize training

21. Ability to use selective certification

22. Understanding of labor-management relations and labor-management guidelines as they affect personnel policies and practices

23. Ability to request waivers on qualifications requirements

24. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

25. Ability to answer correspondence

26. Understanding of concepts of reliability and validity and ability to plan and participate in validity studies

27. Ability to design training programs

28. Knowledge of occupational structures

29. Ability to interpret priorities which are set by top management officials

30. Ability to conduct tests

31. Ability to relate personnel functions to the achievement of effective and economical management and operations

32. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

33. Ability to respond to agency requests for service with personal attention

34. Ability to participate in the development of job element crediting plans

35. Ability to provide pre-retirement counseling

36. Ability to find more efficient and effective ways of conducting program operations

37. Ability to modify standard procedures to meet special needs

38. Ability to write position descriptions

39. Ability to adapt to fluctuating attitudes toward standard personnel practice

40. Ability to develop underutilized and unskilled workers

41. Understanding of modern learning theory

42. Ability to generate imaginative approaches

43. Knowledge of management and organization theory as it affects personnel management

44. Ability to use good judgment in exercising authority

45. Ability to recognize and deal with the real sources of problems

TRAINING NEEDS SURVEY FOR
PERSONNEL STAFFING SERIES GS-212
Form I

1. Knowledge of training devices and techniques

2. Ability to set training objectives

3. Knowledge of statistical methods and techniques

4. Ability to write evaluation statements pertaining to classification actions

5. Ability to match candidate's qualifications with job requirements

6. Ability to interview

7. Understanding of merit principles and merit promotion policy

8. Ability to write position descriptions

9. Understanding of Veterans Preference

10. Knowledge of and ability to utilize available non-competitive actions

11. Knowledge of data collecting techniques

12. Ability to design training programs

13. Ability to establish priorities

14. Understanding of "rule of three"

15. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

16. Ability to plan and use available time

17. Ability to express oneself orally and in writing

18. Knowledge of negotiating and bargaining techniques

19. Knowledge of factors used in position classification

20. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

21. Ability to answer correspondence

22. Ability to deal effectively with other staff members and management officials

23. Knowledge of and ability to perform short range manpower planning

24. Understanding of appointment process

25. Ability to rate applications

26. Ability to request waivers on qualifications requirements

27. Knowledge of examining rules and regulations

28. Ability to respond to agency requests for service with personal attention

29. Knowledge of techniques in constructing salary and wage schedules

30. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

31. Ability to determine appropriate recruiting sources

32. Ability to properly make objections to eligibles

33. Understanding of modern learning theory

34. Ability to interpret written instructions and regulations

35. Ability to manage and organize training

36. Ability to determine job-relatedness of applicant appraisal procedures

37. Ability to use good judgment in exercising authority

38. Ability to select appropriate training methods and materials

39. Ability to use personnel manuals and handbooks

40. Ability to implement special emphasis programs, such as Displaced Employee, Handicapped, Upward Mobility and Veterans programs

41. Ability to reason abstractly

42. Understanding of the role of ADP in the personnel function

43. Ability to use selective certification

44. Ability to recognize and effectively deal with the real sources of problems

45. Knowledge of classification appeals procedures

TRAINING NEEDS SURVEY FOR
PERSONNEL STAFFING SERIES GS-212
Form II

1. Knowledge of data collecting techniques
2. Ability to answer correspondence
3. Ability to write evaluation statements pertaining to classification actions
4. Knowledge of negotiating and bargaining techniques
5. Knowledge of and ability to perform short range manpower planning
6. Knowledge of examining rules and regulations
7. Knowledge of techniques in constructing salary and wage schedules
8. Ability to reason abstractly
9. Knowledge of factors used in position classification
10. Ability to use personnel manuals and handbooks
11. Ability to interpret written instructions and regulations
12. Knowledge of classification appeals procedures
13. Ability to match candidate's qualifications with job requirements
14. Understanding of merit principles and merit promotion policy
15. Ability to plan and use available time
16. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices
17. Ability to use good judgment in exercising authority
18. Ability to interview

19. Ability to properly make objections to eligibles

20. Ability to recognize and effectively deal with the real sources of problems

21. Ability to rate applications

22. Ability to manage and organize training

23. Ability to set training objectives

24. Ability to respond to agency requests for service with personal attention

25. Ability to express oneself orally and in writing

26. Ability to implement special emphasis programs, such as Displaced Employee, Handicapped, Upward Mobility and Veterans programs

27. Knowledge of training devices and techniques

28. Ability to determine job-relatedness of applicant appraisal procedures

29. Ability to write position descriptions

30. Ability to use selective certification

31. Ability to establish priorities

32. Ability to deal effectively with other staff members and management officials

33. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

34. Understanding of Veterans Preference

35. Understanding of modern learning theory

36. Knowledge of and ability to utilize available non-competitive actions

37. Ability to determine appropriate recruiting sources

38. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

39. Knowledge of statistical methods and techniques

40. Ability to request waivers on qualifications requirements

41. Ability to design training programs

42. Ability to select appropriate training methods and materials

43. Understanding of the role of ADP in the personnel function

44. Understanding of appointment process

45. Understanding of "rule of three"

TRAINING NEEDS SURVEY FOR
PERSONNEL STAFFING SERIES GS-212
Form III

1. Ability to respond to agency requests for service with personal attention
2. Ability to select appropriate training methods and materials
3. Ability to determine appropriate recruiting sources
4. Ability to use personnel manuals and handbooks
5. Knowledge of classification appeals procedures
6. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices
7. Ability to establish priorities
8. Ability to write position descriptions
9. Ability to plan and use available time
10. Understanding of merit principles and merit promotion policy
11. Ability to use selective certification
12. Knowledge of training devices and techniques
13. Ability to set training objectives
14. Ability to express oneself orally and in writing
15. Knowledge of and ability to perform short range manpower planning
16. Understanding of Veterans Preference
17. Ability to rate applications
18. Ability to determine job-relatedness of applicant appraisal procedures

19. Ability to properly make objections to eligibles

20. Knowledge of techniques in constructing salary and wage schedules

21. Ability to design training programs

22. Knowledge of examining rules and regulations

23. Knowledge of statistical methods and techniques

24. Ability to use good judgment in exercising authority

25. Ability to match candidate's qualifications with job requirements

26. Ability to interview

27. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

28. Understanding of appointment process

29. Understanding of "rule of three"

30. Knowledge of data collecting techniques

31. Knowledge of and ability to utilize available non-competitive actions

32. Ability to interpret written instructions and regulations

33. Ability to request waivers on qualifications requirements

34. Knowledge of negotiating and bargaining techniques

35. Knowledge of factors used in position classification

36. Ability to reason abstractly

37. Ability to implement special emphasis programs, such as Displaced Employee, Handicapped, Upward Mobility and Veterans programs

38. Ability to manage and organize training

39. Understanding of the role of ADP in the personnel function

40. Understanding of modern learning theory

41. Ability to write evaluation statements pertaining to classification actions

42. Ability to answer correspondence

43. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

44. Ability to recognize and effectively deal with the real sources of problems

45. Ability to deal effectively with other staff members and management officials

TRAINING NEEDS SURVEY FOR
POSITION CLASSIFICATION SERIES GS-221
Form I

1. Ability to draft announcements

2. Ability to rate applications

3. Ability to prepare rating schedules

4. Ability to conduct tests

5. Ability to relate personnel functions to the achievement of effective and economical management and operations

6. Understanding of various kinds of position evaluation techniques, e.g., classification specification, ranking, point system, and factor comparison

7. Ability to adapt to fluctuating attitudes toward standard personnel practice

8. Ability to determine appropriate recruiting sources

9. Knowledge of job analysis techniques

10. Ability to use personnel manuals and handbooks

11. Ability to use selective certification

12. Ability to monitor tests

13. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

14. Ability to make comparative analysis and to write evaluation statements pertaining to classification actions

15. Knowledge of classification appeals procedures

16. Understanding of principles of job design and applications of job design to upward mobility

17. Understanding of position management

18. Ability to properly make objections to eligibles

19. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

20. Ability to think objectively while viewing the whole as well as the parts

21. Ability to write position descriptions

22. Knowledge of factors used in position classification including qualification requirements and appeals

23. Ability to interview

24. Ability to interpret written instructions and regulations

25. Ability to respond to agency requests for service with personal attention

26. Ability to deal effectively with other staff members and management officials

27. Ability to use good judgment in exercising authority

28. Ability to express oneself orally and in writing

29. Understanding of use of weights in combining selection devices

30. Ability to audit certificates

31. Ability to plan and use available time

32. Ability to establish priorities

33. Ability to provide pre-retirement counseling

34. Ability to reason abstractly

35. Ability to manage and organize training

36. Ability to use a variety of fact finding techniques, such as work audits and questionnaires, for gathering job information

37. Knowledge of laws, rules, regulations, and legal decisions affecting position classification and salary administration

38. Understanding of modern learning theory

39. Knowledge of salary administration and the general pay structure of the Federal Government (general schedule and wage grade)

40. Ability to gain acceptance of recommendations

41. Knowledge of the structure and functions of the organization

42. Knowledge of jobs and job families

43. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

44. Ability to recognize and effectively deal with the real sources of problems

45. Ability to select appropriate training methods and materials

TRAINING NEEDS SURVEY FOR
POSITION CLASSIFICATION SERIES GS-221
Form II

1. Ability to use selective certification

2. Ability to write position descriptions

3. Ability to conduct tests

4. Ability to properly make objections to eligibles

5. Ability to interview

6. Ability to use good judgment in exercising authority

7. Understanding of use of weights in combining selection devices

8. Knowledge of the structure and functions of the organization

9. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

10. Knowledge of salary administration and the general pay structure of the Federal Government (general schedule and wage grade)

11. Ability to reason abstractly

12. Ability to select appropriate training methods and materials

13. Ability to relate personnel functions to the achievement of effective and economical management and operations

14. Ability to adapt to fluctuating attitudes toward standard personnel practice

15. Understanding of principles of job design and applications of job design to upward mobility

16. Knowledge of classification appeals procedures

17. Knowledge of laws, rules, regulations, and legal decisions affecting position classification and salary administration

18. Understanding of various kinds of position evaluation techniques, e.g., classification specification, ranking, point system, and factor comparison

19. Ability to establish priorities

20. Ability to recognize and effectively deal with the real sources of problems

21. Ability to respond to agency requests for service with personal attention

22. Ability to manage and organize training

23. Ability to rate applications

24. Ability to express oneself orally and in writing

25. Understanding of position management

26. Ability to gain acceptance of recommendations

27. Ability to draft announcements

28. Ability to use a variety of fact finding techniques, such as work audits and questionnaires, for gathering job information

29. Ability to determine appropriate recruiting sources

30. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

31. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal and promotion

32. Knowledge of factors used in position classification including qualification requirements and appeals

33. Ability to audit certificates

34. Knowledge of job analysis techniques

35. Ability to provide pre-retirement counseling

36. Ability to use personnel manuals and handbooks

37. Ability to plan and use available time

38. Ability to think objectively while viewing the whole as well as the parts

39. Ability to prepare rating schedules

40. Ability to deal effectively with other staff members and management officials

41. Ability to monitor tests

42. Understanding of modern learning theory

43. Knowledge of jobs and job families

44. Ability to interpret written instructions and regulations

45. Ability to make comparative analysis and to write evaluation statements pertaining to classification actions

TRAINING NEEDS SURVEY FOR
POSITION CLASSIFICATION SERIES GS-221
Form III

1. Ability to express oneself orally and in writing

2. Understanding of modern learning theory

3. Ability to plan and use available time

4. Knowledge of salary administration and the general pay structure of the Federal Government (general schedule and wage grade)

5. Ability to select appropriate training methods and materials

6. Knowledge of classification appeals procedures

7. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

8. Ability to determine appropriate recruiting sources

9. Understanding of principles of job design and applications of job design to upward mobility

10. Ability to adapt to fluctuating attitudes toward standard personnel practice

11. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

12. Ability to draft announcements

13. Ability to rate applications

14. Understanding of position management

15. Ability to interview

16. Knowledge of job analysis techniques

17. Ability to respond to agency requests for service with personal attention

18. Ability to use a variety of fact finding techniques, such as work audits and questionnaires, for gathering job information

19. Ability to establish priorities

20. Understanding of use of weights in combining selection devices

21. Ability to monitor tests

22. Ability to use good judgment in exercising authority

23. Ability to prepare rating schedules

24. Knowledge of laws, rules, regulations and legal decisions affecting position classification and salary administration

25. Ability to relate personnel functions to the achievement of effective and economical management and operations

26. Understanding of various kinds of position evaluation techniques, e.g., classification specification, ranking, point system, and factor comparison

27. Ability to audit certificates

28. Ability to interpret written instructions and regulations

29. Ability to make comparative analysis and to write evaluation statements pertaining to classification actions

30. Ability to use selective certification

31. Ability to use personnel manuals and handbooks

32. Ability to reason abstractly

33. Ability to deal effectively with other staff members and management officials

34. Ability to properly make objections to eligibles

35. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

36. Knowledge of the structure and functions of the organization

37. Ability to gain acceptance of recommendations

38. Ability to manage and organize training

39. Knowledge of jobs and job families

40. Ability to provide pre-retirement counseling

41. Ability to conduct tests

42. Ability to write position descriptions

43. Ability to think objectively while viewing the whole as well as the parts

44. Ability to recognize and effectively deal with the real sources of problems

45. Knowledge of factors used in position classification including qualification requirements and appeals

TRAINING NEEDS SURVEY FOR
SALARY AND WAGE
ADMINISTRATION SERIES GS-223
Form I

1. Knowledge of classification appeals procedures

2. Ability to apply RIF procedures

3. Understanding of motivation theory

4. Ability to develop underutilized and unskilled workers

5. Ability to recognize and effectively deal with the real sources of problems

6. Ability to interview

7. Ability to respond to agency requests for service with personal attention

8. Ability to assist employees in developing career goals and objectives

9. Understanding of concepts of reliability and validity and ability to plan and participate in validity studies

10. Knowledge of techniques in constructing salary and wage schedules

11. Ability to evaluate employee development

12. Ability to manage and organize training

13. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

14. Ability to use personnel manuals and handbooks

15. Ability to gather salary and wage information

16. Ability to understand and interpret written instructions, regulations, and laws dealing with labor-management relations

17. Ability to establish priorities

18. Ability to provide pre-retirement counseling

19. Ability to select appropriate training methods and materials

20. Ability to instruct

21. Ability to plan and use available time

22. Ability to generate imaginative approaches

23. Knowledge of data collecting techniques

24. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

25. Ability to reason abstractly

26. Knowledge of statistical methods and techniques

27. Ability to promote interest on the part of management to participate in studies and surveys

28. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

29. Understanding of modern learning theory

30. Ability to provide grievance and appeal counseling

31. Ability to deal effectively with other staff members and management officials

32. Understanding of the fundamentals of salary and wage administration

33. Ability to document adverse actions

34. Ability to use good judgment in exercising authority

35. Ability to set training objectives

36. Ability to express oneself orally and in writing

37. Knowledge of occupations in the public sector

38. Ability to provide on-the-job training to lower-level employees

39. Knowledge of ADP

40. Knowledge of the nature of each job covered

41. Ability to answer correspondence

42. Ability to adapt to fluctuating attitudes toward standard personnel practice

43. Ability to relate personnel functions to the achievement of effective and economical management and operations

44. Ability to find more efficient and effective ways of conducting program operations

45. Knowledge of training devices and techniques

TRAINING NEEDS SURVEY FOR
SALARY AND WAGE
ADMINISTRATION SERIES GS-223
Form II

1. Ability to evaluate employee development
2. Ability to plan and use available time
3. Ability to develop underutilized and unskilled workers
4. Ability to provide pre-retirement counseling
5. Knowledge of data collecting techniques
6. Ability to promote interest on the part of management to participate in studies and surveys
7. Understanding of modern learning theory
8. Ability to answer correspondence
9. Ability to select appropriate training methods and materials
10. Knowledge of ADP
11. Ability to use good judgment in exercising authority
12. Knowledge of training devices and techniques
13. Ability to recognize and effectively deal with the real sources of problems
14. Ability to respond to agency requests for service with personal attention
15. Ability to understand and interpret written instructions, regulations, and laws dealing with labor-management relations
16. Ability to gather salary and wage information
17. Knowledge of occupations in the public sector
18. Ability to interview

19. Understanding of the fundamentals of salary and wage administration

20. Ability to find more efficient and effective ways of conducting program operations

21. Ability to reason abstractly

22. Ability to set training objectives

23. Ability to apply RIF procedures

24. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

25. Ability to establish priorities

26. Knowledge of the nature of each job covered

27. Knowledge of classification appeals procedures

28. Ability to express oneself orally and in writing

29. Ability to assist employees in developing career goals and objectives

30. Ability to relate personnel functions to the achievement of effective and economical management and operations

31. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

32. Ability to generate imaginative approaches

33. Ability to provide grievance and appeal counseling

34. Understanding of concepts of reliability and validity and ability to plan and participate in validity studies

35. Ability to document adverse actions

36. Knowledge of techniques in constructing salary and wage schedules

37. Ability to deal effectively with other staff members and management officials

38. Ability to instruct

39. Understanding of motivation theory

40. Knowledge of statistical methods and techniques

41. Ability to manage and organize training

42. Ability to provide on-the-job training to lower-level employees

43. Ability to adapt to fluctuating attitudes toward standard personnel practice

44. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

45. Ability to use personnel manuals and handbooks

TRAINING NEEDS SURVEY FOR
SALARY AND WAGE
ADMINISTRATION SERIES GS-223
Form III

1. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

2. Ability to provide on-the-job training to lower-level employees

3. Ability to deal effectively with other staff members and management officials

4. Knowledge of ADP

5. Knowledge of training devices and techniques

6. Ability to gather salary and wage information

7. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

8. Ability to assist employees in developing career goals and objectives

9. Ability to understand and interpret written instructions, regulations, and laws dealing with labor-management relations

10. Ability to respond to agency requests for service with personal attention

11. Ability to relate personnel functions to the achievement of effective and economical management and operations

12. Knowledge of classification appeals procedures

13. Ability to apply RIF procedures

14. Ability to establish priorities

15. Knowledge of data collecting techniques

16. Understanding of concepts of reliability and validity and ability to plan and participate in validity studies

17. Ability to reason abstractly

18. Ability to express oneself orally and in writing

19. Understanding of the fundamentals of salary and wage administration

20. Understanding of modern learning theory

21. Ability to manage and organize training

22. Ability to promote interest on the part of management to participate in studies and surveys

23. Understanding of motivation theory

24. Knowledge of occupations in the public sector

25. Ability to recognize and effectively deal with the real sources of problems

26. Ability to interview

27. Ability to provide grievance and appeal counseling

28. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

29. Ability to use personnel manuals and handbooks

30. Ability to evaluate employee development

31. Knowledge of techniques in constructing salary and wage schedules

32. Ability to use good judgment in exercising authority

33. Knowledge of statistical methods and techniques

34. Ability to provide pre-retirement counseling

35. Ability to select appropriate training methods and materials

36. Ability to answer correspondence

37. Knowledge of the nature of each job covered

38. Ability to set training objectives

39. Ability to adapt to fluctuating attitudes toward standard personnel practice

40. Ability to document adverse actions

41. Ability to develop underutilized and unskilled workers

42. Ability to plan and use available time

43. Ability to instruct

44. Ability to find more efficient and effective ways of conducting program operations

45. Ability to generate imaginative approaches

TRAINING NEEDS SURVEY FOR
LABOR-MANAGEMENT AND
EMPLOYEE RELATIONS SERIES GS-230
Form I

1. Ability to prepare rating schedules
2. Ability to use selective certification
3. Ability to conduct tests
4. Ability to monitor tests
5. Knowledge of merit principles
6. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations
7. Ability to reason abstractly
8. Ability to request waivers on qualifications requirements
9. Ability to establish priorities
10. Ability to express oneself orally and in writing
11. Ability to properly make objections to eligibles
12. Knowledge of ADP
13. Ability to plan and use available time
14. Ability to prepare and conduct conferences
15. Ability to respond to agency requests for service with personal attention
16. Ability to understand and interpret written instructions, regulations, and laws dealing with labor-management relations
17. Ability to answer correspondence
18. Ability to rate applications
19. Ability to audit certificates

20. Knowledge of the nature and implications of E.O. 11491

21. Ability to generate imaginative approaches

22. Understanding of the impact of labor relations developments on personnel management considerations

23. Ability to relate personnel functions to the achievement of effective and economical management and operations

24. Knowledge of fact finding techniques

25. Ability to deal effectively with other staff members and management officials

26. Ability to use good judgment in exercising authority

27. Ability to interview

28. Understanding of legal framework of labor-management relations in the Federal service

29. Ability to write evaluation statements pertaining to classification actions

30. Ability to write position descriptions

31. Ability to give advice to employees on labor-relations matters such as grievances and appeals

32. Ability to represent agency management in third party proceedings

33. Knowledge of techniques in constructing salary and wage schedules

34. Ability to provide pre-retirement counseling

35. Ability to manage and organize training

36. Ability to provide grievance and appeal counseling

37. Ability to document adverse actions

38. Ability to select appropriate training methods and materials

39. Understanding of labor-management relations and labor-management guidelines as they affect personnel policies and practices

40. Ability to apply adverse action procedures

41. Ability to deal effectively with union officials

42. Ability to use personnel manuals and handbooks

43. Knowledge of negotiating and collective bargaining techniques

44. Ability to recognize and effectively deal with the real sources of problems

45. Ability to set training objectives

TRAINING NEEDS SURVEY FOR
LABOR-MANAGEMENT AND
EMPLOYEE RELATIONS SERIES GS-230
Form II

1. Ability to properly make objections to eligibles
2. Ability to generate imaginative approaches
3. Ability to monitor tests
4. Ability to rate applications
5. Ability to relate personnel functions to the achievement of effective and economical management and operations
6. Ability to interview
7. Ability to write evaluation statements pertaining to classification actions
8. Ability to deal effectively with union officials
9. Ability to audit certificates
10. Understanding of labor-management relations and labor-management guidelines as they affect personnel policies and practices
11. Ability to provide pre-retirement counseling
12. Ability to set training objectives
13. Knowledge of merit principles
14. Ability to reason abstractly
15. Ability to understand and interpret written instructions, regulations, and laws dealing with labor-management relations
16. Ability to respond to agency requests for service with personal attention
17. Ability to document adverse actions
18. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

19. Ability to represent agency management in third party proceedings

20. Ability to recognize and effectively deal with the real sources of problems

21. Ability to deal effectively with other staff members and management officials

22. Ability to manage and organize training

23. Ability to use selective certification

24. Understanding of legal framework of labor-management relations in the Federal service

25. Ability to answer correspondence

26. Ability to apply adverse action procedures

27. Ability to prepare rating schedules

28. Ability to provide grievance and appeal counseling

29. Ability to request waivers on qualifications requirements

30. Knowledge of negotiating and collective bargaining techniques

31. Ability to plan and use available time

32. Understanding of the impact of labor relations developments on personnel management considerations

33. Ability to write position descriptions

34. Ability to establish priorities

35. Knowledge of techniques in constructing salary and wage schedules

36. Ability to express oneself orally and in writing

37. Ability to give advice to employees on labor-relations matters such as grievances and appeals

38. Knowledge of the nature and implications of E.O. 11491

39. Ability to conduct tests

40. Ability to use good judgment in exercising authority

41. Knowledge of ADP

42. Ability to select appropriate training methods and materials

43. Ability to use personnel manuals and handbooks

44. Knowledge of fact finding techniques

45. Ability to prepare and conduct conferences

TRAINING NEEDS SURVEY FOR
LABOR-MANAGEMENT AND
EMPLOYEE RELATIONS SERIES GS-230
Form III

1. Understanding of legal framework of labor-management relations in the Federal service

2. Ability to select appropriate training methods and materials

3. Ability to give advice to employees on labor-relations matters such as grievances and appeals

4. Understanding of labor-management relations and labor-management guidelines as they affect personnel policies and practices

5. Ability to set training objectives

6. Ability to respond to agency requests for service with personal attention

7. Ability to plan and use available time

8. Ability to request waivers on qualifications requirements

9. Ability to understand and interpret written instructions, regulations and laws dealing with labor-management relations

10. Ability to reason abstractly

11. Knowledge of negotiating and collective bargaining techniques

12. Ability to prepare rating schedules

13. Ability to use selective certification

14. Ability to answer correspondence

15. Ability to relate personnel functions to the achievement of effective and economical management and operations

16. Ability to establish priorities

17. Ability to deal effectively with other staff members and management officials

18. Ability to provide grievance and appeal counseling

19. Ability to represent agency management in third party proceedings

20. Ability to write evaluation statements pertaining to classification actions

21. Knowledge of ADP

22. Ability to interview

23. Ability to conduct tests

24. Ability to document adverse actions

25. Knowledge of merit principles

26. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

27. Ability to write position descriptions

28. Knowledge of fact finding techniques

29. Ability to prepare and conduct conferences

30. Ability to properly make objections to eligibles

31. Ability to express oneself orally and in writing

32. Ability to provide pre-retirement counseling

33. Ability to use good judgment in exercising authority

34. Ability to rate applications

35. Ability to audit certificates

36. Ability to deal effectively with union officials

37. Ability to apply adverse action procedures

38. Ability to manage and organize training

39. Ability to use personnel manuals and handbooks

40. Knowledge of techniques in constructing salary and wage schedules

41. Ability to monitor tests

42. Ability to generate imaginative approaches

43. Knowledge of the nature and implications of E.O. 11491

44. Ability to recognize and effectively deal with the real sources of problems

45. Understanding of the impact of labor relations developments on personnel management considerations

TRAINING NEEDS SURVEY FOR
EMPLOYEE DEVELOPMENT SERIES GS-235
Form I

1. Ability to use selective certification

2. Ability to rate applications

3. Ability to prepare rating schedules

4. Ability to properly make objections to eligibles

5. Ability to reason abstractly

6. Ability to design training programs for underutilized and unskilled workers

7. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

8. Ability to audit certificates

9. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

10. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

11. Ability to explain rating procedures to agency officials

12. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

13. Ability to identify, select, and contract for non-agency training resources

14. Knowledge of subject matter taught

15. Ability to manage and organize training

16. Ability to find more efficient and effective ways of conducting program operations

17. Ability to express oneself orally and in writing

18. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

19. Knowledge of classification appeals procedures

20. Ability to prepare training budgets

21. Ability to recognize and effectively deal with the real sources of problems

22. Ability to select appropriate training methods and materials

23. Ability to deal effectively with other staff members and management officials

24. Ability to prepare and conduct conferences

25. Ability to conduct "front-end analysis" so that problems potentially responsive to training can be separated from those for which training is not a viable solution

26. Ability to set training objectives

27. Ability to offer training in special emphasis programs such as Upward Mobility

28. Ability to handle requests for approval of exceptions

29. Knowledge of techniques in constructing salary and wage schedules

30. Ability to write evaluation statements pertaining to classification actions

31. Ability to provide line management with sound fiscal advice concerning the cost/benefit of personnel type programs

32. Ability to instruct

33. Ability to provide grievance and appeal counseling

34. Ability to establish priorities

35. Ability to document adverse actions

36. Ability to assist and counsel employees in developing career goals and objectives

37. Knowledge of training devices and techniques

38. Ability to apply RIF procedures

39. Ability to generate imaginative approaches

40. Ability to provide assistance and advice to line management in the area of on-the-job training to lower-level employees

41. Understanding of modern learning theory including motivation theory

42. Ability to identify training needs and conduct training need surveys

43. Ability to design and evaluate training and development programs

44. Knowledge of political and administrative policies or wishes as they relate to the overall personnel function

45. Ability to apply adverse action procedures

TRAINING NEEDS SURVEY FOR
EMPLOYEE DEVELOPMENT SERIES GS-235
Form II

1. Ability to explain rating procedures to agency officials

2. Ability to recognize and effectively deal with the real sources of problems

3. Ability to properly make objections to eligibles

4. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

5. Ability to deal effectively with other staff members and management officials

6. Ability to offer training in special emphasis programs such as Upward Mobility

7. Knowledge of techniques in constructing salary and wage schedules

8. Understanding of modern learning theory including motivation theory

9. Knowledge of classification appeals procedures

10. Ability to generate imaginative approaches

11. Ability to establish priorities

12. Ability to apply adverse action procedures

13. Ability to reason abstractly

14. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

15. Ability to find more efficient and effective ways of conducting program operations

16. Ability to manage and organize training

17. Knowledge of training devices and techniques

18. Ability to design training programs for underutilized and unskilled workers

19. Ability to instruct

20. Knowledge of political and administrative policies or wishes as they relate to the overall personnel function

21. Ability to conduct "front-end analysis" so that problems potentially responsive to training can be separated from those for which training is not a viable solution

22. Ability to document adverse actions

23. Ability to rate applications

24. Ability to handle requests for approval of exceptions

25. Ability to express oneself orally and in writing

26. Ability to provide assistance and advice to line management in the area of on-the-job training to lower-level employees

27. Ability to use selective certification

28. Ability to assist and counsel employees in developing career goals and objectives

29. Ability to audit certificates

30. Ability to design and evaluate training and development programs

31. Ability to identify, select, and contract for non-agency training resources

32. Ability to select appropriate training methods and materials

33. Ability to write evaluation statements pertaining to classification actions

34. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

35. Ability to provide grievance and appeal counseling

36. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

37. Ability to provide line management with sound fiscal advice concerning the cost/benefit of personnel type programs

38. Ability to prepare training budgets

39. Ability to prepare rating schedules

40. Ability to set training objectives

41. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

42. Ability to apply RIF procedures

43. Ability to identify training needs and conduct training need surveys

44. Ability to prepare and conduct conferences

45. Knowledge of subject matter taught

TRAINING NEEDS SURVEY FOR
EMPLOYEE DEVELOPMENT SERIES GS-235
Form III

1. Ability to handle requests for approval of exceptions

2. Ability to apply RIF procedures

3. Ability to provide line management with sound fiscal advice concerning the cost/benefit of personnel type programs

4. Ability to generate imaginative approaches

5. Ability to apply adverse action procedures

6. Ability to manage and organize training

7. Ability to identify, select, and contract for non-agency training resources

8. Ability to audit certificates

9. Ability to find more efficient and effective ways of conducting program operations

10. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

11. Ability to design and evaluate training and development programs

12. Ability to use selective certification

13. Ability to rate applications

14. Ability to express oneself orally and in writing

15. Ability to deal effectively with other staff members and management officials

16. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

17. Ability to conduct "front-end analysis" so that problems potentially responsive to training can be separated from those for which training is not a viable solution

18. Ability to assist and counsel employees in developing career goals and objectives

19. Ability to instruct

20. Knowledge of techniques in constructing salary and wage schedules

21. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

22. Ability to offer training in special emphasis programs such as Upward Mobility

23. Ability to prepare rating schedules

24. Knowledge of training devices and techniques

25. Ability to reason abstractly

26. Ability to design training programs for underutilized and unskilled workers

27. Ability to write evaluation statements pertaining to classification actions

28. Ability to prepare and conduct conferences

29. Knowledge of subject matter taught

30. Ability to explain rating procedures to agency officials

31. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

32. Ability to establish priorities

33. Ability to set training objectives

34. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

35. Knowledge of classification appeals procedures

36. Understanding of modern learning theory including motivation theory

37. Ability to provide assistance and advice to line management in the area of on-the-job training to lower-level employees

38. Ability to document adverse actions

39. Ability to identify training needs and conduct training needs surveys

40. Ability to provide grievance and appeal counseling

41. Ability to properly make objections to eligibles

42. Ability to recognize and effectively deal with the real sources of problems

43. Ability to prepare training budgets

44. Knowledge of political and administrative policies or wishes as they relate to the overall personnel function

45. Ability to select appropriate training methods and materials

ANSWER SHEET FORM I

(To be used with Questionnaire Form I)

Name [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] GS-[ ][ ][ ]
Last First Middle Series #

Social Security Number
(or other 9 digit number) [ ][ ][ ]-[ ][ ]-[ ][ ][ ][ ]

COLUMN A RELEVANCE				COLUMN B NEED FOR ADDITIONAL KNOWLEDGE			
ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*
1		24		1		24	
2		25		2		25	
3		26		3		26	
4		27		4		27	
5		28		5		28	
6		29		6		29	
7		30		7		30	
8		31		8		31	
9		32		9		32	
10		33		10		33	
11		34		11		34	
12		35		12		35	
13		36		13		36	
14		37		14		37	
15		38		15		38	
16		39		16		39	
17		40		17		40	
18		41		18		41	
19		42		19		42	
20		43		20		43	
21		44		21		44	
22		45		22		45	
23		xx	0000	23		xx	0000

*Note: For computer scoring, all numbers in the SCORE columns must be 4 digit numbers. Therefore, if you wish to rate an item as 723, or 4, or 87 write your score as 0723, or 0004, or 0087, etc.

ANSWER SHEET FORM II

(To be used with Questionnaire Form II)

Name [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] GS-[ ][ ][ ]
Last First Middle Series #

Social Security Number
(or other 9 digit number) [ ][ ][ ]-[ ][ ]-[ ][ ][ ][ ]

COLUMN A RELEVANCE				COLUMN B NEED FOR ADDITIONAL KNOWLEDGE			
ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*
1		24		1		24	
2		25		2		25	
3		26		3		26	
4		27		4		27	
5		28		5		28	
6		29		6		29	
7		30		7		30	
8		31		8		31	
9		32		9		32	
10		33		10		33	
11		34		11		34	
12		35		12		35	
13		36		13		36	
14		37		14		37	
15		38		15		38	
16		39		16		39	
17		40		17		40	
18		41		18		41	
19		42		19		42	
20		43		20		43	
21		44		21		44	
22		45		22		45	
23		xx	0000	23		xx	0000

*Note: For computer scoring, all numbers in the SCORE columns must be 4 digit numbers. Therefore, if you wish to rate an item as 723, or 4, or 87 write your score as 0723, or 0004, or 0087, etc.

ANSWER SHEET FORM III

(To be used with Questionnaire Form III)

Name [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] GS- [ ][ ][ ]
Last First Middle Series #

Social Security Number
(or other 9 digit number) [ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

COLUMN A RELEVANCE				COLUMN B NEED FOR ADDITIONAL KNOWLEDGE			
ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*
1		24		1		24	
2		25		2		25	
3		26		3		26	
4		27		4		27	
5		28		5		28	
6		29		6		29	
7		30		7		30	
8		31		8		31	
9		32		9		32	
10		33		10		33	
11		34		11		34	
12		35		12		35	
13		36		13		36	
14		37		14		37	
15		38		15		38	
16		39		16		39	
17		40		17		40	
18		41		18		41	
19		42		19		42	
20		43		20		43	
21		44		21		44	
22		45		22		45	
23		xx	0000	23		xx	0000

*Note: For computer scoring, all numbers in the SCORE columns must be 4 digit numbers. Therefore, if you wish to rate an item as 723, or 4, or 87 write your score as 0723, or 0004, or 0087, etc.

SCORING SHEET A

COLUMN A DATA								
FORM I		FORM II		FORM III		TOTAL A SCORE	MEAN A SCORE	SHEET C
Q #	SCORE	Q #	SCORE	Q #	SCORE	FORM I + FORM II + FORM III	TOTAL A SCORE ÷ 3	Q #
5		13		25				5
6		18		26				6
7		14		10				7
9		34		16				9
10		36		31				10
13		31		7				13
14		45		29				14
15		16		6				15
16		15		9				16
17		25		14				17
20		38		43				20
21		2		42				21
22		32		45				22
23		5		15				23
24		44		28				24
25		21		17				25
26		40		33				26
27		6		22				27
28		24		1				28
31		37		3				31
32		19		19				32
34		11		32				34
36		28		18				36
37		17		24				37
39		10		4				39
40		26		37				40
41		8		36				41
42		43		39				42
43		30		11				43
44		20		44				44

SCORING SHEET B

COLUMN B DATA								
FORM I		FORM II		FORM III		TOTAL B SCORE	MEAN B SCORE	SHEET C
Q #	SCORE	Q #	SCORE	Q #	SCORE	FORM I + FORM II + FORM III	TOTAL B SCORE ÷ 3	Q #
5		13		25				5
6		18		26				6
7		14		10				7
9		34		16				9
10		36		31				10
13		31		7				13
14		45		29				14
15		16		6				15
16		15		9				16
17		25		14				17
20		38		43				20
21		2		42				21
22		32		45				22
23		5		15				23
24		44		28				24
25		21		17				25
26		40		33				26
27		6		22				27
28		24		1				28
31		37		3				31
32		19		19				32
34		11		32				34
36		28		18				36
37		17		24				37
39		10		4				39
40		26		37				40
41		8		36				41
42		43		39				42
43		30		11				43
44		20		44				44

SCORING SHEET C

QUEST #	MEAN A SCORE	MEAN B SCORE	(MEAN A) x (MEAN B)	SQ. ROOT OF (MEAN A) x (MEAN B)	RANKING	
	1	2	3	4*	5	
	FROM SCORING SHEET A	FROM SCORING SHEET B	COL 1 x COL 2	$\sqrt{\text{COL 3}}$	FROM COLUMN 4	Q** #
5						
6						
7						
9						
10						
13						
14						
15						
16						
17						
20						
21						
22						
23						
24						
25						
26						
27						
28						
31						
32						
34						
36						
37						
39						
40						
41						
42						
43						
44						

*Failure to complete this column will yield a distorted ranking.

**The Question numbers listed here refer to the items as they are arranged on Questionnaire Form I.

INTERPRETING THE RESULTS OF COMPLETED AND SCORED QUESTIONNAIRES

The 'Ranking' column on Scoring Sheet C yields two types of information. The first is a rank order listing of the questionnaire items beginning with the one for which training is most called for (at the top of the list) down to the one for which there is the least reason to train (at the bottom of the list).* The second kind of information is a measure of the degree to which there is a need for training in one item relative to the need for training in another item. Consider, for example, the three Rankings listed below. These three listings represent the rankings of three different example respondents to the questionnaire.

RESPONDENT X

RANKING	
From Column 4	Q #
973	36
967	7
963	14
954	20
723	9

RESPONDENT Y

RANKING	
From Column 4	Q #
863	10
601	44
598	17
557	31
441	13

RESPONDENT Z

RANKING	
From Column 4	Q #
842	24
731	15
629	34
530	42
425	6

A careful examination of the Ranking of Respondent X shows items 36, 7, 14, and 20 occurring quite close together (all between 954 and 973). Item 9 drops to 723. This indicates that items 36, 7, 14, and 20 rank about equally as potential areas for training. Item 9, while being the fifth most important item, is not nearly as important as the other four. Thus, training in any one of the items 36, 7, 14, or 20 would be a good choice.

On the other hand, look at the Ranking of Respondent Y. His top item, number 10, is separated from the second most important item, number 44, by 262 points. Items 44, 17, and 31 are grouped fairly

*You will notice that there are 45 questions on each of the three questionnaires for each personnel series but space for only 30 items in the final ranking on Scoring Sheet C. This is due to the nature of the questionnaire design and is part of an overall plan for assuring the accuracy of the results.

closely together while item 13 is separated from them by a fairly large gap. Item 10, the most important for Respondent Y, should be very seriously considered as an area of training need before any of the numbers 44, 17, or 31 is chosen as an area in which to train the specialist.

The needs of Respondent Z are spaced out fairly evenly. There is no clear grouping and there are no outstanding items. Therefore, Z's listing takes on the characteristics of a simple rank ordering (the difference in value from one item to the next is nearly constant). In this case, the items should be considered in order of their rank with no special emphasis being given to any particular group of items or any individual item.

Be aware that the question numbers that appear in the printout or in the RANKING column on SCORING SHEET C refer to the items as they appear on Questionnaire Form I. Therefore, when checking to see what areas of training need exist for an individual in a given personnel series, be sure to match the question numbers that appear on the printout or the RANKING column of SHEET C with the questions as they appear on Form I of the questionnaire.

Reconciling Supervisor Results With Journeyman Results

This survey instrument is designed to be completed by both the specialist for whom training needs are being identified and by that specialist's supervisor. If their respective results in the 'Ranking' column are similar, there should be little question with respect to where the journeyman's training needs lie. On the other hand, there will sometimes be a difference between the two individuals' responses. Such occurrences are most often due to different interpretations of the meaning of questionnaire items and/or different ideas about the importance of a given element as it relates to the job of the specialist. If there is a difference of opinion, it can and should be resolved through a discussion between the supervisor and the specialist. Such a discussion will help to improve communication between the two individuals.

EXAMPLE OF A COMPLETED AND SCORED QUESTIONNAIRE

On the following pages, you will find an example of a completed and scored questionnaire. As you will notice, the questionnaire is for the GS-235 series. It was filled in by an Employee Development Specialist whom we will call Lara Erbsley. Remember that the questionnaires for both journeyman level specialist and their supervisors in each of the other personnel series are completed and scored in the same manner as the example. Be aware that the results of the example are in no way intended to be looked upon as being the kind of results that should be expected from some other GS-235. This instrument deals with the training needs of personnel specialists as individuals. Therefore, the results will differ from individual to individual in the same way that training needs differ from individual to individual.

The example contains the following:

- Set of journeyman's instructions for the GS-235 series questionnaire
- One of each of the three forms of the GS-235 series questionnaire along with its answer sheet. (Each form was completed on a different day.)
- Scoring examples
  - computer scoring of the questionnaire and interpretation of the results
  - manual scoring of the questionnaire

Note - Users have the option of using either computer scoring or manual scoring. Both are shown here for illustrative purposes only.

SURVEY EXAMPLE - 1ST DAY

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

Journeyman's Instructions

Please read the following instructions before completing the questionnaire.

Purpose: The questionnaire which follows is designed to assist agency managers in determining training needs for their journeyman level personnel specialists. The questionnaire is intended to be used as a tool which will approach, in a systematic manner, the question of what training is most appropriate and most needed.

Description: The questionnaire which follows contains a list of statements, most of which describe some of the abilities, skills, knowledges, and understandings for which individuals in your personnel series are responsible. It is understood that the jobs of all individuals in like personnel series are not identical. Therefore, the questionnaire has built into it a means of weighting each item as it relates to your job.

Instructions: Please read all items. As soon as you have done so, go back to item 1 and ask yourself the question: "Of how much relevance is this item to my job responsibilities?" You will then assign a number between 0 and 1,000 to item 1 where:

0 = the minimum imaginable relevance to your job; (Example: Knowledge of magnethohydrodynamics) and

1,000 = the maximum imaginable relevance to your job; (Example: Ability to read and write).

With a pencil, write the number on your answer sheet in column A opposite item 1. Continue this process for all remaining items. Do not use the same score more than once. When you have scored all items, review them until you are satisfied with the way they have been scored.

When you have completed assigning relevance values to all items, go back and read each item again. This time, write in column B on your answer sheet a number from 0 to 1,000 which represents what you consider to be your need for additional knowledge in the area described by each item. For example, if you feel that you need to know absolutely nothing more about a given item in order to meet the responsibilities of your job, write a 0 in column B opposite the item. If, however, you feel that you need to gain all imaginable knowledge in the area described by the item, write 1,000 in column B opposite the item. You are free to use any number 0 to 1,000 in column B but be sure to use no number more than once.

Please be aware that there are certain items in the listing which may not be of much relevance to your job. When you encounter such an item, do not hesitate to rank it low on the question of relevance.

There are three forms of the questionnaire. Each form must be completed on a different day. You will find the form number for each questionnaire printed directly below the title. Please fill in Form I on the first day, Form II on the second day and Form III on the third day. The three days need not be consecutive but remember that under no circumstances should an individual respond to more than one of his forms on the same day.

Please complete the questionnaire in one sitting. Interruptions or failure to closely follow directions will reduce the accuracy of the results. Please proceed to the next page and begin.

TRAINING NEEDS SURVEY FOR
EMPLOYEE DEVELOPMENT SERIES GS-235
Form I

1. Ability to use selective certification

2. Ability to rate applications

3. Ability to prepare rating schedules

4. Ability to properly make objections to eligibles

5. Ability to reason abstractly

6. Ability to design training programs for underutilized and unskilled workers

7. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

8. Ability to audit certificates

9. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

10. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

11. Ability to explain rating procedures to agency officials

12. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

13. Ability to identify, select, and contract for non-agency training resources

14. Knowledge of subject matter taught

15. Ability to manage and organize training

16. Ability to find more efficient and effective ways of conducting program operations

17. Ability to express oneself orally and in writing

18. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

19. Knowledge of classification appeals procedures

20. Ability to prepare training budgets

21. Ability to recognize and effectively deal with the real sources of problems

22. Ability to select appropriate training methods and materials

23. Ability to deal effectively with other staff members and management officials

24. Ability to prepare and conduct conferences

25. Ability to conduct "front-end analysis" so that problems potentially responsive to training can be separated from those for which training is not a viable solution

26. Ability to set training objectives

27. Ability to offer training in special emphasis programs such as Upward Mobility

28. Ability to handle requests for approval of exceptions

29. Knowledge of techniques in constructing salary and wage schedules

30. Ability to write evaluation statements pertaining to classification actions

31. Ability to provide line management with sound fiscal advice concerning the cost/benefit of personnel type programs

32. Ability to instruct

33. Ability to provide grievance and appeal counseling

34. Ability to establish priorities

35. Ability to document adverse actions

36. Ability to assist and counsel employees in developing career goals and objectives

37. Knowledge of training devices and techniques

38. Ability to apply RIF procedures

39. Ability to generate imaginative approaches

40. Ability to provide assistance and advice to line management in the area of on-the-job training to lower-level employees

41. Understanding of modern learning theory including motivation theory

42. Ability to identify training needs and conduct training need surveys

43. Ability to design and evaluate training and development programs

44. Knowledge of political and administrative policies or wishes as they relate to the overall personnel function

45. Ability to apply adverse action procedures

ANSWER SHEET FORM I

(To be used with Questionnaire Form I)

Name E R B S L E Y | L A R A | R I T (Last / First / Middle) GS- 2 3 5 (Series #)

Social Security Number (or other 9 digit number) 0 0 0 - 0 0 - 0 0 0 0

COLUMN A RELEVANCE				COLUMN B NEED FOR ADDITIONAL KNOWLEDGE			
ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*
1	0100	24	0890	1	0400	24	0301
2	0200	25	0925	2	0410	25	0610
3	0150	26	0945	3	0391	26	0310
4	0250	27	0790	4	0435	27	0500
5	0800	28	0130	5	0100	28	0403
6	0700	29	0124	6	0225	29	0465
7	0600	30	0210	7	0690	30	0409
8	0225	31	0481	8	0390	31	0540
9	0390	32	0910	9	0695	32	0085
10	0500	33	0201	10	0650	33	0425
11	0140	34	0979	11	0401	34	0125
12	0110	35	0260	12	0389	35	0411
13	0690	36	0370	13	0300	36	0200
14	1000	37	0940	14	0670	37	0105
15	0950	38	0105	15	0625	38	0060
16	0980	39	0996	16	0700	39	0101
17	0990	40	0480	17	0090	40	0601
18	0106	41	0991	18	0404	41	0501
19	0115	42	0997	19	0402	42	0550
20	0695	43	0994	20	0960	43	0299
21	0895	44	0400	21	0800	44	0665
22	0900	45	0202	22	0075	45	0399
23	0995	xx	0000	23	0600	xx	0000

*Note: For computer scoring, all numbers in the SCORE columns must be 4 digit numbers. Therefore, if you wish to rate an item as 723, or 4, or 87 write your score as 0723, or 0004, or 0087, etc.

SURVEY EXAMPLE - 2ND DAY

TRAINING NEEDS SURVEY FOR
EMPLOYEE DEVELOPMENT SERIES GS-235
Form II

1. Ability to explain rating procedures to agency officials

2. Ability to recognize and effectively deal with the real sources of problems

3. Ability to properly make objections to eligibles

4. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

5. Ability to deal effectively with other staff members and management officials

6. Ability to offer training in special emphasis programs such as Upward Mobility

7. Knowledge of techniques in constructing salary and wage schedules

8. Understanding of modern learning theory including motivation theory

9. Knowledge of classification appeals procedures

10. Ability to generate imaginative approaches

11. Ability to establish priorities

12. Ability to apply adverse action procedures

13. Ability to reason abstractly

14. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

15. Ability to find more efficient and effective ways of conducting program operations

16. Ability to manage and organize training

17. Knowledge of training devices and techniques

18. Ability to design training programs for underutilized and unskilled workers

19. Ability to instruct

20. Knowledge of political and administrative policies or wishes as they relate to the overall personnel function

21. Ability to conduct "front-end analysis" so that problems potentially responsive to training can be separated from those for which training is not a viable solution

22. Ability to document adverse actions

23. Ability to rate applications

24. Ability to handle requests for approval of exceptions

25. Ability to express oneself orally and in writing

26. Ability to provide assistance and advice to line management in the area of on-the-job training to lower-level employees

27. Ability to use selective certification

28. Ability to assist and counsel employees in developing career goals and objectives

29. Ability to audit certificates

30. Ability to design and evaluate training and development programs

31. Ability to identify, select, and contract for non-agency training resources

32. Ability to select appropriate training methods and materials

33. Ability to write evaluation statements pertaining to classification actions

34. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

35. Ability to provide grievance and appeal counseling

36. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

37. Ability to provide line management with sound fiscal advice concerning the cost/benefit of personnel type programs

38. Ability to prepare training budgets

39. Ability to prepare rating schedules

40. Ability to set training objectives

41. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

42. Ability to apply RIF procedures

43. Ability to identify training needs and conduct training need surveys

44. Ability to prepare and conduct conferences

45. Knowledge of subject matter taught

ANSWER SHEET FORM II

(To be used with Questionnaire Form II)

Name E R B S L E Y L A R A R I T (Last / First / Middle) GS- 2 3 5 (Series #)

Social Security Number (or other 9 digit number) 0 0 0 - 0 0 - 0 0 0 0

COLUMN A RELEVANCE				COLUMN B NEED FOR ADDITIONAL KNOWLEDGE			
ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*
1	0050	24	0070	1	0050	24	0070
2	0900	25	0988	2	0500	25	0022
3	0060	26	0500	3	0060	26	0301
4	0090	27	0065	4	0085	27	0065
5	0910	28	0571	5	0399	28	0210
6	0200	29	0068	6	0137	29	0066
7	0039	30	0991	7	0041	30	0321
8	0899	31	0820	8	0501	31	0615
9	0049	32	0995	9	0045	32	0035
10	0990	33	0051	10	0700	33	0051
11	0980	34	0322	11	0200	34	0320
12	0041	35	0074	12	0039	35	0074
13	0920	36	0312	13	0190	36	0300
14	0800	37	0401	14	0400	37	0398
15	0700	38	0555	15	0401	38	0550
16	0650	39	0078	16	0350	39	0078
17	0895	40	0996	17	0090	40	0075
18	0460	41	0054	18	0205	41	0054
19	0925	42	0040	19	0040	42	0042
20	0730	43	0997	20	0603	43	0750
21	0970	44	0930	21	0640	44	0800
22	0095	45	0999	22	0095	45	0600
23	0590	xx	0000	23	0585	xx	0000

*Note: For computer scoring, all numbers in the SCORE columns must be 4 digit numbers. Therefore, if you wish to rate an item as 723, or 4, or 87, write your score as 0723, 0004, or 0087, etc.

SURVEY EXAMPLE - 3RD DAY

TRAINING NEEDS SURVEY FOR
EMPLOYEE DEVELOPMENT SERIES GS-235
Form III

1. Ability to handle requests for approval of exceptions

2. Ability to apply RIF procedures

3. Ability to provide line management with sound fiscal advice concerning the cost/benefit of personnel type programs

4. Ability to generate imaginative approaches

5. Ability to apply adverse action procedures

6. Ability to manage and organize training

7. Ability to identify, select, and contract for non-agency training resources

8. Ability to audit certificates

9. Ability to find more efficient and effective ways of conducting program operations

10. Knowledge of the workings and interrelationships of the related personnel functions such as staffing, position classification, salary and wage administration, job analysis, training, performance appraisal, and promotion

11. Ability to design and evaluate training and development programs

12. Ability to use selective certification

13. Ability to rate applications

14. Ability to express oneself orally and in writing

15. Ability to deal effectively with other staff members and management officials

16. Understanding of labor-management relations and labor-management guidelines as they affect Federal personnel policies and practices

17. Ability to conduct "front-end analysis" so that problems potentially responsive to training can be separated from those for which training is not a viable solution

18. Ability to assist and counsel employees in developing career goals and objectives

19. Ability to instruct

20. Knowledge of techniques in constructing salary and wage schedules

21. Knowledge of examining rules and regulations, such as suitability determination, legal review, and the establishment and maintenance of registers

22. Ability to offer training in special emphasis programs such as Upward Mobility

23. Ability to prepare rating schedules

24. Knowledge of training devices and techniques

25. Ability to reason abstractly

26. Ability to design training programs for underutilized and unskilled workers

27. Ability to write evaluation statements pertaining to classification actions

28. Ability to prepare and conduct conferences

29. Knowledge of subject matter taught

30. Ability to explain rating procedures to agency officials

31. Knowledge of and ability to interpret agency, CSC, and other personnel rules and regulations

32. Ability to establish priorities

33. Ability to set training objectives

34. Understanding of various kinds of position classification, e.g., classification specification, ranking, point system, and factor comparison

35. Knowledge of classification appeals procedures

36. Understanding of modern learning theory including motivation theory

37. Ability to provide assistance and advice to line management in the area of on-the-job training to lower-level employees

38. Ability to document adverse actions

39. Ability to identify training needs and conduct training needs surveys

40. Ability to provide grievance and appeal counseling

41. Ability to properly make objections to eligibles

42. Ability to recognize and effectively deal with the real sources of problems

43. Ability to prepare training budgets

44. Knowledge of political and administrative policies or wishes as they relate to the overall personnel function

45. Ability to select appropriate training methods and materials

ANSWER SHEET FORM III

(To be used with Questionnaire Form III)

Name E R B S L E Y L A R A R I T (Last / First / Middle) CS- 2 3 5 (Series #)

Social Security Number (or other 9 digit number) 0 0 0 - 0 0 - 0 0 0 0

COLUMN A RELEVANCE				COLUMN B NEED FOR ADDITIONAL KNOWLEDGE			
ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*	ITEM	SCORE*
1	0001	24	0969	1	0001	24	0093
2	0000	25	0972	2	0010	25	0115
3	0020	26	0673	3	0040	26	0196
4	0980	27	0024	4	0291	27	0032
5	0014	28	0907	5	0020	28	0300
6	0910	29	0999	6	0500	29	0571
7	0800	30	0030	7	0151	30	0035
8	0050	31	0342	8	0060	31	0320
9	0890	32	0987	9	0970	32	0100
10	0880	33	0996	10	0770	33	0368
11	0975	34	0040	11	0249	34	0050
12	0005	35	0015	12	0012	35	0019
13	0006	36	0988	13	0011	36	0376
14	0998	37	0844	14	0080	37	0694
15	0976	38	0016	15	0200	38	0021
16	0100	39	0979	16	0150	39	0800
17	0950	40	0099	17	0900	40	0105
18	0600	41	0303	18	0499	41	0308
19	0920	42	0937	19	0268	42	0489
20	0002	43	0561	20	0005	43	0570
21	0025	44	0878	21	0030	44	0883
22	0109	45	0959	22	0062	45	0170
23	0004	xx	0000	23	0006	xx	0000

*Note: For computer scoring, all numbers in the SCORE columns must be 4 digit numbers. Therefore, if you wish to rate an item as 723, or 4, or 87 write your score as 0723, or 0004, or 0087, etc.

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

INSTRUCTIONS FOR COMPUTER SCORING OF QUESTIONNAIRES

On the following pages the reader will find a copy of:

- The program output for Lara Erbsley
- The interpretation of Lara's results
- Documentation of the scoring program
- The scoring program
- The sort subroutine
- The file for data file names
- The three data files for Lara

```
HOW MANY SETS?! 1

EMBSLEY LARA RIT 235 000-00-0000

QUESTION #     SCORE

   42          832.8866
   25          824.4022
   14          763.1077
   16          769.0160
   21          736.9268
   44          692.7568
    7          686.4401
   41          663.8176
   24          651.5389
   20          646.9964
   15          641.3744
   23          619.5266
   39          599.8955
   40          568.7319
   43          534.6068
   13          523.0742
   26          495.7106
   10          483.5372
   36          394.5136
   34          372.9835
    6          357.0649
    5          348.0518
   32          346.8453
    9          324.2050
   31          313.0772
   37          299.5463
   22          297.9784
   27          292.1569
   17          251.9683
   28          102.8883
STOP.
```

Interpreting Lara's Results

A quick glance at Employee Development Specialist Lara Erbsley's results shows a fairly even distribution of scores between 833 and 103. Other individuals may exhibit a broader or narrower range and their scores may not be as evenly distributed as in the case of Lara. Note however, that neither the range of the distribution nor its smoothness has any implication for the quality of the results. The quality of the results is a product of the care taken by the respondent in following the instructions and reacting to the questionnaire.

In looking closely at Lara's results, we see that she ranked item 42, "Ability to identify training needs and conduct training need surveys", as the area in which she most needed training. Her score for this item was 833. Also high on the list for Lara was item 25, "Ability to conduct front-end analysis..." Item 25 was scored at 824, only 9 points below item 42. The third most important item for Lara was number 14, "Knowledge of subject matter." Note that the score of 783 for item 14, is 41 points below the score for item 25, indicating that while items 42 and 25 rank fairly closely in importance, they are both considerably more important than item 14, even though it is the third most important item on the list.

Training for Lara in any of the areas identified by the 3 items could be useful. It should be clear, however, that to train in the area of item 14 without training in the area of item 42 or 25 would be to ignore training needs of considerable importance to Lara's job performance.

The remainder of Lara's results should be examined on a similar basis, viewing the importance of each item relative to the other items which are ranked near it. The same process would be used to interpret the results of Lara's supervisor's ranking of Lara's needs. A comparison of the two rankings would yield the areas of training which would be of the most benefit to Lara in the proper performance of her job.

The question of how many areas in which a person should be trained may arise. In other words, how far down the ranking list is it reasonable to go? The answer here depends on the individual situation. In some cases, several needed skills may be covered in a single course or developmental experience. Some organizational units will have a larger training budget than others. Thus, in some cases, a person may be trained in

only a few of the most important items. In other cases, a person may receive training which touches upon many of the 30 areas of basic need.

One final point: this instrument is designed to assist in the systematic determination of areas of training need for personnel specialists. It is not designed to provide the one best answer. There often is no one best answer. There will be cases where one area of skill of extreme importance to a given personnel specialist will not appear among the 30 basic needs for people in his series. This additional area of need should not be ignored merely because it does not appear on the questionnaire form. The need should be considered along with those pointed out by the questionnaire results.

Program Documentation

The scoring program is written in ANS Fortran IV for use on a remote access timesharing system. The only adaptation necessary for batch processing would be in the method of data input/output. In this example, all of the answers are entered into a data file for each questionnaire. This eliminates the need for a different key to be used by the keypuncher in entering the data. The program contains the keys for use in picking out the 30 pertinent questions and arranging them into the proper order. The program outputs the scores for the 30 questions in descending order.

File creation: Each file is created by typing in the respondent's identification data on the first line; the 23 remaining lines are typed as 4 four-digit numbers per line generated by typing in each line exactly as it appears on the answer sheet, i.e., A answers to #1 and #24, B answers to #1 and #24, A answers to #2 and #25, B answers to #2 and #25, etc. One file must be created for each questionnaire. The three files, named here LARA1, LARA2, and LARA3 are included with a sample run of the program. In this example, the questionnaires were keypunched off-line on tape.

Documentation: The M1, M2, and M3 arrays represent the A and B responses to each of the 45 questions for each questionnaire where: M1(M,1) is the answer A for questions 1 through 23; M1(MM,1) is the answer A for questions 24 through 46 (46 is punched as zeroes); M1(M,2) is the answer B for questions 1 through 23; and M1(MM,2) is the answer B for questions 24 through 46 for the first questionnaire. IS1 contains the numbers of the 30 pertinent questions to be examined. IS2 and IS3 contain the question numbers for the 30 pertinent questions from the second and third questionnaires respectively and are arranged so that IS1(N), IS2(N) and IS3(N) all refer to the same question. The program reads the unsorted scrambled questionnaires (M1, M2, and M3) and fills the N1, N2, and N3 arrays with the A & B responses to the 30 questions in their proper order. The scores (S) are calculated and sorted in descending order and printed (where AN contains the sorted scores and NIS the associated question number based on the order of the questions in the first questionnaire). LIN contains the name, classification series and social security number (up to 30 characters total) of each individual and thus is the same for all three questionnaires. NAMEG1, NAMEG2, and NAMEG3 represent the three data files generated by the questionnaire answers for each individual; the file containing the data file names is NAMEG.

```
?LIST SCORE 5,100

5 *REQUIRES SUBROUTINE SORT
10 DIMENSION M1(46,2),M2(46,2),M3(46,2),IS1(30),IS2(30),IS3(30),
20 +N1(30,2),N2(30,2),N3(30,2),S(30),AN(30),NIS(30),LIN(30),
25 +NAMEG1(6),NAMEG3(6),NAMEG2(6)
30 DATA IS1/5,6,7,9,10,13,14,15,16,17,
35 +20,21,22,23,24,25,26,27,28,31,
40 +32,34,36,37,39,40,41,42,43,44/,
45 +IS2/13,18,14,34,36,31,45,16,15,25,
50 +38,2,32,5,44,21,40,6,24,37,19,11,
55 +28,17,10,26,8,43,30,20/,IS3/
60 +25,26,10,16,31,7,29,6,9,14,43,42,
61 +45,15,28,17,33,22,1,3,19,32,18,
62 +24,4,37,36,39,11,44/
63 WRITE (9,101)
64 101 FORMAT ('HOW MANY SETS?')
65 READ (9,2)NSET
66 CALL DEFINE(5,'NAMEG,')
67 DO 100 NS=1,NSET
70 READ (5,25)(NAMEG1(N),N=1,6)
71 READ (5,25)(NAMEG2(N),N=1,6)
72 READ(5,25)(NAMEG3(N),N=1,6)
74 25 FORMAT (6A2)
75 CALL DEFINE(1,NAMEG1)
76 CALL DEFINE(6,NAMEG2)
77 CALL DEFINE(3,NAMEG3)
78 READ (1,50)(LIN(N),N=1,30)
79 READ (6,50)(LIN(N),N=1,30)
80 READ (3,50)(LIN(N),N=1,30)
81 50 FORMAT(30A1)
82 DO 1 M=1,23
85 MM=M+23
90 READ (1,2)(M1(M,1)),(M1(MM,1)),(M1(M,2)),(M1(MM,2))
100 READ (6,2)(M2(M,1)),(M2(MM,1)),(M2(M,2)),(M2(MM,2))
```

```
?LIST SCORE 110,390


110 1 READ (3,2)(M3(M,1)),(M3(MM,1)),(M3(M,2)),(M3(MM,2))
120 2 FORMAT (4I4)
130 CALL SORT(M1,IS1,N1,1)
140 CALL SORT(M2,IS2,N2,2)
150 CALL SORT(M3,IS3,N3,3)
160 DO 3 M=1,30
170 A=(N1(M,1)+N2(M,1)+N3(M,1))/3.
180 B=(N1(M,2)+N2(M,2)+N3(M,2))/3.
190 3 S(M)=SQRT(A*B)
200 IC=1
210 6 H=-1.
220 DO 4 N=1,30
230 4 H=AMAX1(H,S(N))
240 DO 5 N=1,30
250 IF(H.NE.S(N))GOTO 5
260 NIS(IC)=IS1(N)
270 AN(IC)=S(N)
280 S(N)=-1.
290 IC=IC+1
300 IF(IC.EQ.31)GOTO 7
310 5 CONTINUE
320 GOTO 6
330 7 WRITE(9,10)(LIN(N),N=1,30)
340 10 FORMAT(//16A1,1X,3A1,1X,11A1///'QUESTION #'4X'SCORE'/)
350 DO 8 N=1,30
360 8 WRITE(9,9)(NIS(N)),(AN(N))
370 9 FORMAT(2X,I2,5X,F10.4)
375 100 CONTINUE
380 STOP
390 END


?LIST SORT

10 SUBROUTINE SORT(MAT,IS,NEW,IQ)
20 DIMENSION MAT(46 2),IS(30),NEW(30,2)
30 DO 1 M=1,30
40 DO 5 MM=1,45
50 IF(IS(M).NE.MM)GOTO 5
60 NEW(M,1)=MAT(MM,1)
70 NEW(M,2)=MAT(MM,2)
72 IF(NEW(M,1).GT.1000)WRITE(9,2)IQ,M
74 IF(NEW(M,2).GT.1000)WRITE(9,2)IQ,M
75 GOTO 1
76 5 CONTINUE
77 2 FORMAT('FOR QUESTIONNAIRE', I2,' NUMBER', I3,' ANSWER GREATER'
78 +' THAN 1000')
79 *THE QUESTION NUMBER REFERS TO THE SORTED QUESTIONNAIRE
80 1 CONTINUE
90 RETURN
100 END
```

```
?LIST NAMEG

LARA1
LARA2
LARA3
```

```
?LIST LARA1

ERBSLEY LARA RIT235000-00-0000
0100089004000301
0200092504100610
0150094503910310
0250079004350500
0800013001000403
0700012402250465
0600021006900409
0225048103900540
0390091006950085
0500020106500425
0140097904010125
0110026003890411
0690037003000200
1000094006700105
0950010506250060
0980099607000101
0990048000900601
0106099104040501
0115099704020550
0695099409600299
0895040008000665
0900020200750399
0995000006000000
```

```
?LIST LARA2

ERBSLEY LARA RIT235000-00-0000
0050007000500070
0900098805000022
0060050000600301
0090006500850065
0910057103990210
0200006801370066
0039099100410321
0899082005010615
0049099500450035
0990005107000051
0980032202000320
0041007400390074
0920031201900300
0800040104000398
0700055504010550
0650007803500078
0895099600900075
0460005402050054
0925004000400042
0730099706030750
0970093006400800
0095099900950600
0590000005850000

?LIST LARA3

ERBSLEY LARA RIT235000-00-0000
0001096900010093
0000097200100115
0020067300400196
0980002402910032
0014090700200300
0910099905000571
0600003001510035
0050034200600320
0890098709700100
0880099607700368
0975004002490050
0005001500120019
0006098800110376
0998084400800694
0976001602000021
0100097901500800
0950009909000105
0600030304990308
0920093702680489
0002056100050570
0025087800300883
0109095900620170
0004000000060000
```

ASSESSING THE TRAINING NEEDS OF PERSONNEL SPECIALISTS

INSTRUCTIONS FOR MANUAL SCORING OF QUESTIONNAIRES

While it may be tedious, the manual procedure for scoring the questionnaires is not difficult. No special skill, beyond being able to operate a desk top or pocket calculator is required. The reading of these instructions as well as a careful, step by step examination of the example questionnaires and their associated answer sheets (pages 85 thru 96) and the scoring sheets which follow these instructions will clearly illustrate the scoring procedure. Listed below are the forms required for manual scoring.

The figures for Scoring Sheet A come from the A column of the answer sheet for each form of the questionnaire. The figures for Scoring Sheet B come from the B column of the answer sheets. Note that the item numbers for Form I are discontinuous and that the item numbers for Forms II and III are not in numerical order. In transferring data from the questionnaire to the scoring sheet, be sure to fill in only those questionnaire scores called for by the item numbers on the scoring sheet.

Information necessary for the completion of Scoring Sheet C comes from the "Mean A Score" column and the "Mean B Score" column of Scoring Sheets A and B respectively. The "Ranking" column of Scoring Sheet C is completed by listing the square root scores found in column 4 of that scoring sheet in descending order next to their respective numbers. As you would expect, Lara's results and their interpretation will be the same under manual scoring as they were in the computer scoring explanation. Therefore, the interpretation of Lara's results will not be repeated here.

A table of scores, which may be used in lieu of actual square roots (with some sacrifice in accuracy), is included for use in situations where one does not have access to a table of square roots or a calculator which will calculate square roots. Individuals wishing to use the table of scores should carefully weigh the information contained in the note at the bottom of the table before doing so.

Forms Required for Manual Scoring

1 Completed answer sheet from <u>each</u> of the three forms of the questionnaire for any given personnel series	and	1 Scoring Sheet A 1 Scoring Sheet B 1 Scoring Sheet C

SCORING SHEET A

COLUMN A DATA								
FORM I		FORM II		FORM III		TOTAL A SCORE	MEAN A SCORE	SHEET C
Q #	SCORE	Q #	SCORE	Q #	SCORE	FORM I + FORM II + FORM III	TOTAL A SCORE ÷ 3	Q #
5	800	13	920	25	972	2692	897.3	5
6	700	18	460	26	673	1833	611.0	6
7	600	14	800	10	880	2280	760.0	7
9	390	34	322	16	100	812	270.7	9
10	500	36	312	31	342	1154	384.7	10
13	690	31	820	7	800	2310	770.0	13
14	1000	45	999	29	999	2998	999.3	14
15	950	16	650	6	910	2510	836.7	15
16	980	15	700	9	890	2570	856.7	16
17	990	25	988	14	998	2976	992.0	17
20	695	38	555	43	561	1811	603.7	20
21	895	2	900	42	937	2732	910.7	21
22	900	32	995	45	959	2854	951.3	22
23	995	5	910	15	976	2881	960.3	23
24	890	44	930	28	907	2727	909.0	24
25	925	21	970	17	950	2845	948.3	25
26	945	40	996	33	996	2937	979.0	26
27	790	6	200	22	109	1099	366.3	27
28	130	24	70	1	1	201	67.0	28
31	481	37	401	3	20	902	300.7	31
32	910	19	925	19	920	2755	918.3	32
34	979	11	980	32	987	2946	982.0	34
36	370	28	571	18	600	1541	513.7	36
37	940	17	895	24	969	2804	934.7	37
39	996	10	990	4	980	2966	988.7	39
40	480	26	500	37	844	1824	608.0	40
41	991	8	899	36	988	2878	959.3	41
42	997	43	997	39	979	2973	991.0	42
43	994	30	991	11	975	2960	986.7	43
44	400	20	730	44	878	2008	669.3	44

SCORING SHEET B

COLUMN B DATA								
FORM I		FORM II		FORM III		TOTAL B SCORE	MEAN B SCORE	SHEET C
Q #	SCORE	Q #	SCORE	Q #	SCORE	FORM I + FORM II + FORM III	TOTAL B SCORE ÷ 3	Q #
5	100	13	190	25	115	405	135.0	5
6	225	18	205	26	196	626	208.7	6
7	690	14	400	10	770	1860	620.0	7
9	695	34	320	16	150	1165	388.3	9
10	650	36	300	31	320	1270	423.3	10
13	300	31	615	7	151	1066	355.3	13
14	670	45	600	29	571	1841	613.7	14
15	625	16	350	6	500	1475	491.7	15
16	700	15	401	9	970	2071	690.3	16
17	90	25	22	14	80	192	64.0	17
20	980	38	550	43	570	2080	693.3	20
21	800	2	500	42	489	1789	596.3	21
22	75	32	35	45	170	280	93.3	22
23	600	5	399	15	200	1199	399.7	23
24	301	44	800	28	300	1401	467.0	24
25	610	21	640	17	900	2150	716.7	25
26	310	40	75	33	368	753	251.0	26
27	500	6	137	22	62	699	233.0	27
28	403	24	70	1	1	474	158.0	28
31	540	37	398	3	40	978	326.0	31
32	85	19	40	19	268	393	131.0	32
34	125	11	200	32	100	425	141.7	34
36	200	28	210	18	499	909	303.0	36
37	105	17	90	24	93	288	96.0	37
39	101	10	700	4	291	1092	364.0	39
40	601	26	501	37	694	1596	532.0	40
41	501	8	501	36	376	1378	459.3	41
42	550	43	750	39	800	2100	700.0	42
43	299	30	321	11	249	869	289.7	43
44	665	20	603	44	883	2151	717.0	44

SCORING SHEET C

QUEST #	MEAN A SCORE	MEAN B SCORE	(MEAN A) x (MEAN B)	SQ. ROOT OF (MEAN A) x (MEAN B)	RANKING	
	1	2	3	4*	5	
	FROM SCORING SHEET A	FROM SCORING SHEET B	COL 1 x COL 2	$\sqrt{\text{COL 3}}$	FROM COLUMN 4	Q** #
5	897.3	135.0	121,135.5	348	833	42
6	611.0	208.7	127,515.7	357	824	25
7	760.0	620.0	471,200.0	686	783	14
9	270.7	388.3	105,112.8	324	769	16
10	384.7	423.3	162,843.5	404	737	21
13	770.0	355.3	273,581.0	523	693	44
14	999.3	613.7	613,270.4	783	686	7
15	836.7	491.7	411,405.4	641	664	41
16	856.7	690.3	591,380.0	769	652	24
17	992.0	64.0	63,488.0	252	647	20
20	603.7	693.3	418,545.2	647	641	15
21	910.7	596.3	543,050.4	737	620	23
22	951.3	93.3	88,756.3	298	600	39
23	960.3	399.7	383,831.9	620	569	40
24	909.0	467.0	424,503.0	652	535	43
25	948.3	716.7	679,646.6	824	523	13
26	929.0	251.0	245,729.0	496	496	26
27	366.3	235.0	85,347.9	292	404	10
28	67.0	158.0	10,586.0	103	395	36
31	300.7	326.0	98,028.2	313	373	34
32	918.3	131.0	120,297.3	347	357	6
34	982.0	141.7	139,149.4	373	348	5
36	513.7	303.0	155,651.1	395	347	32
37	934.7	96.0	89,731.2	300	324	9
39	988.7	364.0	359,866.8	600	313	31
40	608.0	532.0	323,456.0	569	300	37
41	959.3	459.3	440,606.5	664	298	22
42	991.0	700.0	693,700.0	833	292	27
43	986.7	289.7	285,847.0	535	252	17
44	669.3	717.0	479,888.1	693	103	28

*Failure to complete this column will yield a distorted ranking.

**The Question numbers listed here refer to the items as they are arranged on Questionnaire Form 1.

TABLE OF SCORES*

COLUMN 3 NUMBER	COL. 4 #	COLUMN 3 NUMBER	COL. 4 #	COLUMN 3 NUMBER	COL. 4 #
0 - 120	5	109,000 - 115,999	335	436,000 - 448,999	665
121 - 440	15	116,000 - 122,999	345	449,000 - 461,999	675
441 - 960	25	123,000 - 129,999	355	462,000 - 475,999	685
961 - 1,679	35	130,000 - 136,999	365	476,000 - 489,999	695
1,680 - 2,499	45	137,000 - 143,999	375	490,000 - 503,999	705
2,500 - 3,599	55	144,000 - 151,999	385	504,000 - 517,999	715
3,600 - 4,899	65	152,000 - 159,999	395	518,000 - 532,999	725
4,900 - 6,399	75	160,000 - 167,999	405	533,000 - 547,999	735
6,400 - 8,099	85	168,000 - 175,999	415	548,000 - 562,999	745
8,100 - 9,999	95	176,000 - 184,999	425	563,000 - 577,999	755
10,000 - 12,099	105	185,000 - 193,999	435	578,000 - 592,999	765
12,100 - 14,399	115	194,000 - 202,999	445	593,000 - 607,999	775
14,400 - 16,899	125	203,000 - 211,999	455	608,000 - 623,999	785
16,900 - 19,599	135	212,000 - 220,999	465	624,000 - 639,999	795
19,600 - 22,499	145	221,000 - 229,999	475	640,000 - 655,999	805
22,500 - 25,599	155	230,000 - 239,999	485	656,000 - 671,999	815
25,600 - 28,899	165	240,000 - 249,999	495	672,000 - 688,999	825
28,900 - 32,399	175	250,000 - 259,999	505	689,000 - 705,999	835
32,400 - 36,099	185	260,000 - 269,999	515	706,000 - 722,999	845
36,100 - 39,999	195	270,000 - 280,999	525	723,000 - 739,999	855
40,000 - 44,099	205	281,000 - 291,999	535	740,000 - 756,999	865
44,100 - 48,399	215	292,000 - 302,999	545	757,000 - 773,999	875
48,400 - 52,899	225	303,000 - 313,999	555	774,000 - 791,999	885
52,900 - 57,599	235	314,000 - 324,999	565	792,000 - 809,999	895
57,600 - 62,499	245	325,000 - 335,999	575	810,000 - 827,999	905
62,500 - 67,599	255	336,000 - 347,999	585	828,000 - 845,999	915
67,600 - 72,899	265	348,000 - 359,999	595	846,000 - 864,999	925
72,900 - 78,399	275	360,000 - 371,999	605	865,000 - 883,999	935
78,400 - 84,099	285	372,000 - 383,999	615	884,000 - 902,999	945
84,100 - 89,999	295	384,000 - 396,999	625	903,000 - 921,999	955
90,000 - 96,099	305	397,000 - 409,999	635	922,000 - 940,999	965
96,100 - 101,999	315	410,000 - 422,999	645	941,000 - 959,999	975
102,000 - 108,999	325	423,000 - 435,999	655	960,000 - 979,999	985
				980,000 - 1,000,000	995

*NOTE: This table yields approximate results, increasing the possibility of two or more questionnaire items being ranked equally. Since this would deprive the user of useful information, this table should be used only when there is no access to a table of square roots or a convenient means of calculating the square root.

REQUEST FOR FEEDBACK

The Training Management Division is engaged in an on-going effort to assure that the products we develop are of worth to those who use them. In pursuit of that effort, we are requesting that persons utilizing part or all of this publication provide us with some feedback. Your cooperation in providing us with the following information will be greatly appreciated.

Name and Business Address

.....

.....

.....

.....

.....

Position Title

.....

.....

Office phone (including Area Code) Date

.....

1. Which part or parts of this publication do you plan to use during the next year?

- ☐ Personnel Management Series, GS-201
- ☐ Personnel Staffing Series, GS-212
- ☐ Position Classification Series, GS-221
- ☐ Salary and Wage Administration Series, GS-223
- ☐ Labor-Management and Employee Relations Series, GS-230
- ☐ Employee Development Series, GS-235
- ☐ None of the above

2. Which part or parts of this publication have you actually used?

- ☐ Personnel Management Series, GS-201
- ☐ Personnel Staffing Series, GS-212
- ☐ Position Classification Series, GS-221
- ☐ Salary and Wage Administration Series, GS-223
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* "Anatomy of a Model, Predicting the Cost of Training," Civil Service Journal, vol. 13, no. 1, July-Sept. 1972, pp. 19-21.

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"Training Evaluation: A Guide to its Planning, Development, and Use in Agency Training Courses," Training Systems and Technology Series; No. IV, U.S. Government Printing Office, May 1971, 17 pp., Price 30 cents.

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